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ABSTRACT

This guide is one of the series intended to teach a progression of economic concepts as an enrichment to an existing social studies program. The guide is structured around an elaboration of five basic concepts. "Big Ideas": 1) all families need goods and services; 2) families need money for goods and services; 3) someone must produce the goods and services families need; 4) specialization and use of tools help us produce more and better goods and services; and, 5) some goods and services come from other countries. For each concept there are supporting concepts, a variety of related activities, multi-media resources, and techniques for evaluating student understanding of these concepts. An appendix lists major ideas and sub-ideas of modern economics which define the boundaries of the economics discipline and act as guidelines to the things teachers should cover or emphasize. See SO 000 132 for full information and related documents. (JLB)

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Teachers Guide To

ECONOMICS IN GRADE 1

Edited by Hugh Lovell
and Albert Ouchi

SO 000 631

APPROVED JANUARY 9, 1968, BY THE STATE BOARD OF EDUCATION: RAY C. SWANSON, CHAIRMAN; MRS. GEORGE BEARD, VICE CHAIRMAN; ROBERT W. CHANDLER; RICHARD F. DEICH; EUGENE H. FISHER; THOMAS L. SCANLON; AND FRANCIS I. SMITH . . . . . JESSE V. FASOLD, SECRETARY

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Foreword

Many of the daily problems and issues that confront us as producers of goods and services, as consumers, and as citizens are economic in nature. A familiarity with economic facts and principles is prerequisite to an understanding of both our private affairs and local, state, and national affairs. The great issues of our time such as inflation, balance of payments, credit control, foreign aid, financing of schools and other public services, and rate of economic growth require a knowledge of economics if participants in our society are to interpret current events and make intelligent decisions.

Elements of economics have long been included in certain areas of the Oregon curriculum, but for the most part economic learnings have been left to chance. A carefully designed plan to teach a progression of economic concepts in the various elementary and secondary grades has not existed. The intention of the writers of this Guide, one in a series which will soon include a similar guide for each elementary grade, has been to present such a plan.

The increasing complexity of both personal and public economic affairs requires that schools no longer leave to chance student acquisition of economic knowledge and understanding. The series of TEACHERS GUIDES TO ECONOMICS identifies economic concepts that have been found within the grasp of pupils at each grade level. It also suggests many classroom materials and activities that can be employed within our existing social studies curriculum framework. The Guides should therefore be regarded as supplements to the Oregon social studies program. They are recommended for use by schools and teachers who are interested in improving their efforts toward better economic education.

Since successful use of the Guides will require an understanding of basic economics by teachers, it is expected that school districts will find it necessary to provide in-service, through local workshops or other means, for teachers who lack exposure to the subject.

It is hoped that curriculum officials of all Oregon schools will study the program presented in this series of guides and determine ways by which they may be used to strengthen this important but often neglected subject.

Jesse V. Fasold

Superintendent of Public Instruction

Acknowledgments

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About This Guide

This Guide is one of a series prepared for the Oregon Department of Education by the Oregon Developmental Economic Education Program (DEEP). The Program is a three-year effort involving teachers, economists, curriculum specialists, and various educational agencies.* It has had three main objectives: (a) to find out what economic concepts could usefully be taught at various grade levels, (b) to find out how best to present them in the classroom, and (c) to make the results easy for classroom teachers to use. It is part of a nationwide program of the Joint Council on Economic Education.

The Guides themselves vary somewhat because the teachers who helped to write them felt that variations were needed to meet the special requirements of particular grade levels. All of them, however, follow the same general pattern. A table of contents lists a number of simply written "big ideas," or basic concepts, appropriate to a particular grade. These big ideas are expanded in the body of the Guide, which also includes teaching activities (more of them than any individual teacher is likely to use), lists of books and other resources, and suggestions for evaluating student understanding of the material. All of the Guides include a brief section on "Major Ideas and Sub-Ideas of Modern Economics." Some of them include appendixes with statistical or other information.

The idea of introducing economic materials into the primary grades, or even into higher grades, is a relatively new one. It frightened a number of teachers in the Program, and particularly those who had not had much previous academic work in economics. It frightened some of the rest of us as well. We are not frightened now because we know that ordinary teachers can teach economics to ordinary children, and with excellent results. However, some general observations may be helpful.

- Children like economics. They like it because it is important and because it is real. Money, going to the grocery store, and the fact that daddy goes away from home to work are very real things for the first grader. He likes economics because it helps him to understand what these things are all about. He likes it, too, because it helps him see that he plays a part in the real world, that he is a "producer," and, like daddy and the mailman, has valuable services to perform such as cleaning the blackboard or picking up his room.

- One does not have to stop teaching everything else in order to get economic ideas across. The best way to teach many economic concepts is to weave them into everyday classroom work. The proper question at the proper time may do more to bring home an economic concept than an elaborate week-long activity. Because of this, it is not necessary for teachers who want to introduce economics to abandon other subjects or to give up their favorite classroom activities. But new economic activities should be used when they fit the

*See Acknowledgments and Appendix for listings of participants.

curriculum. These Guides are filled with such activities. However, the idea is to enrich the established curriculum, not to replace it root and branch.

- Economics is more concerned with relationships to be understood than with facts to be memorized. This simplifies the teachers' task, but it does pose certain problems. The main one arises because economic concepts are interrelated -- it doesn't make much sense to teach one without sooner or later teaching others. In fact it is sometimes impossible to understand one economic concept unless one also understands another. One cannot understand why an American family needs money without also understanding why most Americans specialize in the production of things that their families cannot eat. For this reason, it is very important for a teacher to try to understand all the major economic concepts that relate to his grade level and for him to try to touch on all of them with his students, even though he may not have time to explore many of them in depth.

- Simple economic concepts won't tell the whole story. An economic system is characterized by all kinds of complex interrelationships between people and institutions. Even professional economists don't try to explain all these interrelationships at once. They try to ignore less important variables so they can concentrate on more important ones. The "big ideas" in these Guides focus on important economic variables, but they omit others that may apply to certain real-life situations. When students bring up a real-life situation which seems to contradict a "big idea," the teacher's best approach is to ask the class to help her reason out additional factors which are probably involved. This ability to reason out, or analyze, the factors which explain economic phenomena is, in the last analysis, the main stock in trade of the economist. Helping teachers and students to acquire this knack is one of the main objectives of the Oregon Developmental Economic Education Program.

The Oregon Developmental Economic Education Program is an activity of the Oregon Council on Economic Education. The Council, a non-profit, nonpartisan corporation, supported by business, farm, and labor organizations from all parts of the state, exists to encourage improved economic education in Oregon schools. The Council takes no position on economic issues. The views expressed in this teachers' Guide are those of its authors and consultants. They may or may not coincide with those of the Oregon Council.

HUGH LOVELL, Director
Oregon Developmental Economic Education Program

The Home and the Family

BIG IDEA 1: All Families Need Goods and Services

Individuals and families must have food, clothing, and shelter if they are to survive. However, families in different parts of the world eat different foods, wear different kinds of clothing, and live in different kinds of houses. They satisfy their wants in different ways because their needs differ, because they have their own special likes and dislikes, and because they have different resources.

SUPPORTING CONCEPTS

1. Families must have food, clothing, and shelter.
2. Different families want different things.
3. Families cannot satisfy all their wants.

VOCABULARY

clothing	goods	pay	shelter
earns	income	salary	wages
food	needs	services	wants

(continued on page 2)

BIG IDEA 1: ALL FAMILIES NEED GOODS AND SERVICES (continued)

SUPPORTING CONCEPT	RELATED ACTIVITIES
<u>Food</u>	
1. ALL FAMILIES MUST HAVE FOOD, CLOTHING, AND SHELTER.	Show pictures from a textbook or magazine where a family is eating a meal. Show pictures of a Stone Age family eating. Discuss: Did the people of long ago eat the same food we eat today? How were their foods like ours? How were they different? Where does your family get food? How do you suppose families of long ago got their food? What things did they have to know? Role-play a Stone Age family providing food for its members--hunting, fishing, picking berries, and gathering edible plants. Dramatize a family of today getting food. Plan a well-balanced meal; combine with a health program. Have an "Instant Pudding" party. Plan to get, produce (prepare), and consume chocolate or vanilla instant pudding. Have children make it and serve it in small paper cups.
<u>Clothing</u>	
1. ALL FAMILIES MUST HAVE FOOD, CLOTHING, AND SHELTER.	Cut out paper dolls and have children dress them for the various seasons of the year or for various activities. Colored paper, scraps of cloth, or paint and crayon clothing can be used. Simple paper dolls can be made by making an accordion fold to cut a string of dolls joined together.

EVALUATION AND NOTES

Can the children identify the meats, vegetables, fruits, and liquids that are necessary for their health?

Have the children described the differences between—
- Finding and growing food?
- Preparing and serving food?
- Consuming and preserving food?

Can the children name foods that are available today that were not available to early man?

Can the children compare the amount of time and effort required to secure food today with that required long ago?

Can the children tell what types of clothing they should wear for different types of weather, activity, and function?

Can the children describe some of the many different types of materials from which clothing is made?

Can the children explain that part of the family's income is spent for their clothing and that they should use it with care?

RESOURCES

Basic Social Studies Texts (State-Adopted)

Anderson, Edna A.: Families and Their Needs, Silver Burdett Co., New Jersey, 1966, pp. 35-62

Other Books

Cavanah, Frances: Our Country's Story, Rand McNally and Co., Chicago, 1962, p. 64

Ipcar, Dahlov: Wild and Tame Animals, Doubleday and Co., Inc., New York, 1963

Krauss, Ruth: The Big World and the Little House, Henry Schuman, Inc., New York, 1956, p. 42

Scheib, Ida: First Book of Food, C. A. Watts and Co., Ltd., London, 1956, p. 64

Smith and Meredith: The Coming of the Pilgrims, Little, Brown and Co., Boston, 1964, p. 60

Films

"We Get Our Food from Plants and Animals," McGraw-Hill Book Company, New York, 11 min., color, b/w

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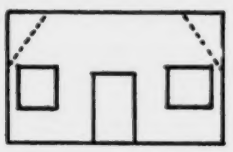
Basic Social Studies Texts (State-Adopted)

Anderson, Edna A.: Families and Their Needs, Silver Burdett Company, New Jersey, 1966, pp. 63-97

Samford, Clarence and Others: You Are Here, Benefic Press, Chicago, 1963 or 1967, pp. 112-119

SUPPORTING CONCEPT	RELATED ACTIVITIES
Clothing (continued)	Children could plan a show in which they display their dressed dolls or could plan a fashion show and actually wear their own clothing to illustrate clothes for rainy weather, cold, hot, or sunny weather, and for work, play, party, church, and school. Display a doll collection which shows clothing and fashions from other lands. What happens when we do not take care of our clothing? Visit the school "Lost and Found" department. Discuss what happens when clothing or other articles are lost and, if a family must replace a lost article, it may not be able to purchase something new or different.
Shelter	
1. ALL FAMILIES MUST HAVE FOOD, CLOTHING, AND SHELTER.	Use an opaque projector to display pictures of homes--house, apartment building, barn, turtle shell, doghouse, birdhouse, rabbit hole, or cave. Have the children identify who or what might live in each. Explain that one name for all these homes is "shelter." Name other shelters. Show the movie, "Homes of Other Lands." Have children watch for-- Types of houses in areas where weather differs. Materials used in houses and the types of materials available nearby. The kind of work the people of an area do. Display scenes of various landscapes or environmental conditions--picture collection, travel folders, textbook and calendar illustrations, or student drawings. Match the type of shelter, clothing, or food that would be appropriate to each area. Use a worksheet or models from the following activity. Discuss and illustrate how the resources of an area determine the type of shelter a family will have. a. Make a house-shaped booklet from 12" X 18" paper; fold down upper corners. Let each page deal with a member of the family and describe what each does.



EVALUATION AND NOTES

Can the children define the word, "shelter"?

Can the children name and describe the types of homes common to other climates and other areas of the United States and the world?

Have the children seen that our needs for shelter require the use of materials, space, and work--often more than some families can spare?

Can the children see that people who spend all their time making more and larger shelters would not have time for gathering food or making clothing?

RESOURCES

Basic Social Studies Texts (State-Adopted)

Anderson, Edna A.: Families and Their Needs, Silver Burdett Company, New Jersey, 1966, pp. 7-35

Samford, Clarence and Others: You Are Here, Benefic Press, Chicago, 1963 or 1967, pp. 112-119

Other Books

Burns, William A.: World Full of Homes, McGraw-Hill Book Company, Inc., New York, 1953, p. 120

Carter, Katherine: The True Book of Houses, Children's Press, Inc., Chicago, 1957, p. 45

Clark, Ann Nolan: In My Mother's House, Viking Press, Inc., Toronto, 1941, p. 56

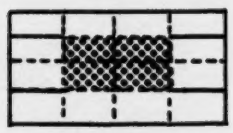
Jackson, Kathryn: Homes Around the World, Silver Burdett Company, New Jersey, 1957, p. 144

SUPPORTING CONCEPT	RELATED ACTIVITIES
Shelter (continued)	b. Construct various shelters on a display table.

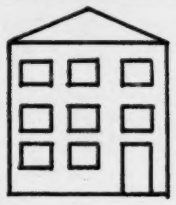
Tepee - cut pie-shaped wedge from circular paper and staple.

Thatched roof hut - toilet paper cardboard roll with paper or straw roof.

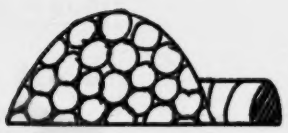
Milk carton house



cut as indicated, color four inside squares for roof, fold and paste corner squares. Make large or small houses.



Apartment houses from a shoe box.



Eskimo houses from egg carton forms or from marshmallows.

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2. DIFFERENT FAMILIES WANT DIFFERENT THINGS.

Have each child draw a picture of "My Home." Use heavy construction paper for this drawing so that it can be used as the cover for the booklet in the following activity.

Organize a booklet about "My Home" by discussing such topics as:

- My Family
- The Room I Like Best in My Home
- What My Family Needs All the Time
- Things My Family Would Like to Have
- My Family Has Fun

EVALUATION AND NOTES

Can the children list or describe the ways in which his family is different from other families?

Can the children give a reason why their family homes are the size that they are, why different families have different types of homes, and why same-sized families have different wants?

Do the chidren know what is meant by differences in taste? Can they explain how these differences of taste lead to differences in the things families want?

RESOURCES

Films

"Appreciating Our Parents," Coronet Films, 1941, 11 min., color, b/w

"Our Family Works Together," Coronet Films, 1958, 11 min., color, b/w

"The New House," Coronet Films, 1955, 11 min., color, b/w

Songs

See state-adopted music textbooks for songs about the family and its members.

Basic Social Studies Texts (State-Adopted)

Anderson, Edna A.: Families and Their Needs, Silver Burdett Company, New Jersey, 1966, pp. 64, 137-142

Samford, Clarence and Others: You Are Here, Benefic Press, Chicago, 1963 or 1967, pp. 111-119

SUPPORTING CONCEPT

RELATED ACTIVITIES

Have each child draw a picture describing these aspects of his home.

Discuss the reasons why some families have or need larger homes than other families. Classify the reasons under such topics as:

- Number of family members
- Age of children in family
- Type of members; e.g., grandparents
- Hobbies or businesses
- Incomes

Use finger-play about families. Let the children create their own poems or jingles about their families. Write them down as they are dictated and display in the room.

Have children bring empty food boxes and tin cans that still have labels on them. Call on students to identify foods that came in them. Discuss:

- Do all families get food in the same way?
- Why do you suppose some families grow part of their food?
- Do all families eat the same kinds of food?

Encourage children to bring pictures or sample containers of "What I Like for Breakfast." Make a table setting or display of these "Breakfasts" and let each child tell of his likes and dislikes. Explain that each person has different "tastes or likes." Apply this to--

- Style and color of houses
- Color of paper we choose for art work
- Games we like to play
- Clothing we choose to wear
- Where we want to live

Conduct a language arts lesson on tenses by developing a chart as indicated below. Use pictures to accompany the "want."

I Wanted	I Want	I Will Want

EVALUATION AND NOTES

RESOURCES

Other Books

Bannon, Laura: The Gift of Hawaii, Albert Whitman and Company, Chicago, 1961

Buckley, Helen: Grandfather and I (1959), Grandmother and I (1961), My Sister and I (1961), Lothrop, Lee and Shepard Co., Inc., New York

Watson, Nancy D.: Annie's Spending Spree, The Viking Press, Inc., New York, 1957

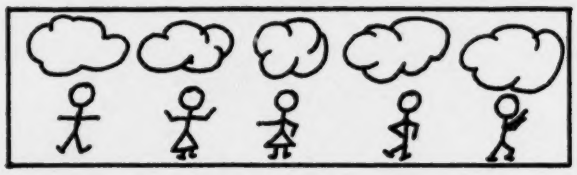
Films

"Your Family," Coronet Films, 11 min., color, b/w

Filmstrips

"Eskimo Family," Encyclopaedia Britannica Films, #9468, 47 fr. color

SUPPORTING CONCEPT	RELATED ACTIVITIES
3. FAMILIES CANNOT SATISFY ALL THEIR WANTS	Suggest that the children draw "dream clouds," showing items they would "wish" to receive. Cut out these "dream clouds" for a bulletin board, which shows that there are many such "clouds" floating out of the reach of the children.



Through discussion identify the difference between what a child might want (wish or dream) and what he might actually expect to receive.

Use fairy tales and nursery rhymes to illustrate the basic economic conflict between unlimited wants and limited resources. For example:

Simple Simon
Old Woman in a Shoe
Old Mother Hubbard

Tales in which wishes were granted might also be discussed. For example:

Cinderella
King Midas
Rumpelstiltskin

Make a bulletin board of pictures drawn by the children showing things they or their family want. Discuss why the family cannot have these wants or what the family must give up if they choose to satisfy these wants.

Discuss and then write creative stories about how the fulfillment of one wish can lead to the development of other wishes or wants. For example, you want a dog; then you want a collar, a leash, a doghouse, a dog dish, foods....

Discuss and then write creative stories about how our wants change as we grow older or as the seasons of the year change. For example: a tricycle, bicycle, motorscooter, then a car; or, sled, skates, swimsuits, and football. A bulletin board divided into sections illustrating the different time periods is possible.

EVALUATION AND NOTES

Have the children been able to classify their "wants or wishes" as to things they can get, might get, and things that they really do not expect to get?

Has the point been made by the teacher that wants and wishes are for material goods, also for services, or even relationships with other people?

Can the children give examples from stories, nursery rhymes, and their own situations that show how wants exceed available resources for almost everyone everywhere?

Did the children show the alternatives when they made a choice? That is, do they know that they must give up something in order to get something else?

RESOURCES

Books

Schwartz, Julius: I Know a Magic House, McGraw-Hill Book Company, Inc., New York, 1956

Watson, Nancy: Annie's Spending Spree, The Viking Press, New York, 1957

Our Working World, SRA Resource Unit, Grade 1, Science Research Associates, Inc., Chicago, 1964 (state-adopted)

Books of Poetry or Nursery Rhymes

Farjeon, Elenor: Poems for Children, J. B. Lippincott and Company, Philadelphia, 1951, p. 236

Fyleman, Rose: "Choosing," Time for Poetry, Scott Foresman and Company, Chicago, 1961

Films

"The Three Wishes," Coronet Films, 11 min., color, b/w

Songs

See state-adopted music textbooks for songs about wishing and nursery rhymes set to music

"When You Wish Upon a Star," from Pinocchio, Disneyland Record #1202

BIG IDEA 2: Families Need Money for Goods and Services

Eskimo families don't have much use for money because the family itself produces most of the goods and services it needs. However, our families, like those in England, France, and other countries, do not make many things for their own use. They buy most of the things they need. They buy food from the grocery, they buy clothes from the clothing store, and they rent or buy their houses.

A family that lives in a society where most things are bought and sold must have money if it is going to survive. In most families, someone earns money by working for it, but some families have other sources of money income. Income that is spent for one thing cannot be spent for another. Because of this all families must make choices. They have to decide what things they can buy and what things they must do without.

(continued on page 13)

SUPPORTING CONCEPT	RELATED ACTIVITIES
1. FAMILIES NEED MONEY TO BUY GOODS AND SERVICES.	Conduct a class discussion following a film, filmstrip, record, or story read by the teacher. Ask the following questions: Why does your father or mother go to work? (Father or mother go to work to earn money. They earn money for producing a service or a good.) Why does a family need money? (The family needs money to buy things. Some of the things we buy are goods. Some are services.) When mother stays at home and keeps house, does she help the family income? (If mother did not cook, sew, or take care of the house, the family would have to pay others to do this or someone would have to come home early from work to do this.) Use pictures from student drawings or magazines to illustrate what goods and services families buy with their incomes.

WHAT OUR FAMILIES BUY* GOODS**			
Food	Clothing	Shelter	Toys

SERVICES		
Transp.	Education	Medic.

*Some of the things we need are free; e.g., wind, air, sunshine, wildflowers.

**Most of the goods we consume are produced, and the producers must be paid.

SUPPORTING CONCEPTS

1. Families need money to buy goods and services.
2. In most families the father earns money by working for it.
3. Some families receive money from other sources--rent, interest, profit, social security.
4. Money that is spent for one thing cannot be spent for another. Because of this families must make choices. Different families choose to spend their money differently.
5. Families sometimes choose between spending now and spending later.

VOCABULARY

bank
buy
choices
interest
money
own
pension
profit
private property
public property
purchase
receive
rent
savings
social security
welfare aid
workers

EVALUATION AND NOTES

With the exception of those whose families receive their incomes from pensions, welfare, or unemployment payments and from past savings or investments, the children are able to name the good or service their parents produce in exchange for their incomes.

Children are able to take pictures from magazines or make their own drawings which distinguish the general category of a good from a service.

Children are able to recognize that some productive work is done for pay and that some work--housework, being a den mother--is done without pay.

The children are able to identify useful and unpaid work that is done by members of the family.

RESOURCES

Books

Caudill, Rebecca: A Pocketful of Cricket, Holt, Rinehart and Winston, New York, 1964

Hughes, Shirley: Lucy and Tom's Day, W. R. Scott, Inc., New York, 1960

Lenski, Lois: Let's Play House, H. Z. Walck, Inc., New York, 1944

Parsons, Virginia: Rain, Doubleday and Company, Inc., New York, 1961

Radlauer, Ruth: About Fathers at Work, Melmont Publishers, Inc., Chicago

Francoise: The Things I Like, Charles Scribner's Sons, New York, 1960

Zolotow, Charlotte: When the Wind Stops, Abelard-Schuman, Ltd., New York, 1954

Story

Senesh, Dorothy: "The Brown Family," Families at Work, SRA Resource Unit (Grade 1), Science Research Associates, Inc., Chicago, 1964, p. 40 (state-adopted text)

BIG IDEA 2: FAMILIES NEED MONEY FOR GOODS AND SERVICES (continued)

SUPPORTING CONCEPT	RELATED ACTIVITIES
	Plan a party. Identify the goods and services that would be used in carrying out the party plan. Goods committees and services committees could be formed.
2. IN MOST FAMILIES THE FATHER EARNS MONEY BY WORKING FOR IT.	Develop the definition of "work" in a class discussion using stories, films, records, pictures, and the following questions: Is your father a producer of a good or service? (nature of work) Does he work in the morning, evening, or at night? (time of work) Do other members of your family work outside the home? (who works) What kind of tools or equipment does he use? (instruments used in work) Does he work where many others work, or does he work alone or with few? Does he work for others, or does he work for himself, or employ others? (work environment) Make a bulletin board or display from pictures or cut-out figures of family members who work. Uniforms, tools, and action figures should be drawn to help identify each worker. These workers could then be identified as producers of goods or of services. Present songs and dances about workers: "I've Been Working on the Railroad" "The Little Engine that Could" "Blacksmith" "Country Store" "Snip and Sew" "The Shoemaker's Dance" "Oats, Peas, Beans, and Barley Grow"

EVALUATION AND NOTES

Can the children identify the tools and materials their fathers use at work?

Has the teacher stressed the fact that most workers do a specialized job and that they must rely upon other workers to supply them with the things that they need?

Can the children now walk about their neighborhood and see exactly what many of the workers are producing--that these workers are making and doing things that help to meet their needs?

RESOURCES

Filmstrips

"Working Together in the Family," Society for Visual Education, #F801.1, 7 min., 31 fr., color

"Mother Cares for the Family," Long Filmslide Service, 1954, 26 fr., color

Record

"Daddy Comes Home," Children's Record Guild

Books

Carton, Lonnie: Daddies, Random House, Inc., New York, 1963

Francoise: What Do You Want to Be? Charles Scribner's Sons, New York, 1957

Marino, Dorothy: Where Are the Mothers?, J.B. Lippincott and Company, Philadelphia, 1959

Films

"Fathers Go Away to Work," Pat Dowling Pictures, 1959, 11 min., color

Filmstrips

"Father Works for the Family," Long Filmslide Service, 1954, 29 fr., color

Songs

"Busy Workers," Music Round About Us, Follett Publishing Company, Chicago, 1964 (state-adopted text)

"Daddy," First Grade Book, Ginn and Company, Boston, 1959

BIG IDEA 2: FAMILIES NEED MONEY FOR GOODS AND SERVICES (continued)

SUPPORTING CONCEPT	RELATED ACTIVITIES
	Take a walk through the school neighborhood. Have class look for all kinds of work and workers in action. The teacher can help the class organize their observations according to-- Goods or services produced Inside or outside work Men or women Production, moving, repairing If possible the class could talk to some of the workers to see how important each job is to the welfare of the community.
3. SOME FAMILIES RECEIVE MONEY FROM OTHER SOURCES (RENT, INTEREST, PROFIT, SOCIAL SECURITY).	Use class discussion and the class as an example to establish the fact that the members of the class receive income from sources other than work. (They do not work at income-producing jobs because of their age.) See if the children know of other people who receive income from sources other than work, such as: People too old or too young to work People who are ill or injured Those who are on vacations Those whose jobs have been finished (eliminated) Those lacking skills or education for a particular job they would like to have Those who find their product is not needed Those who cannot sell their goods or services at a price they would like or need Those whose jobs have been replaced by machines Those who have saved and do not need to work Take advantage of school Red Cross or UGN drives or use samples of materials sent by March of Dimes, Boys' Town, Salvation Army or Heart Fund to ask the children where the contributed money goes, who it helps, and why these people need help. Public education is an example of government aid to individuals not directly related to payments from the persons receiving such benefits. Suggest to the children that the government also aids others in a similar way through welfare, social security, unemployment benefits, rehabilitation, and pensions.

EVALUATION AND NOTES	RESOURCES
Less than 40 percent of our population is employed. The children are able to think of reasons why only about 72 million of our 198 million people work for pay.	Basic Social Studies Texts (State-Adopted)
Children are able to point out the names of public and private agencies that offer people aid and tell how some of these agencies help those without incomes.	Samford, Clarence and Others: You Are Here, Benefic Press, Chicago, 1963 or 1967, pp. 35-40
Children are able to give examples of persons or businesses that get their incomes through rents, profits, and interest.	

SUPPORTING CONCEPT	RELATED ACTIVITIES
	Display newspaper or magazine accounts of floods, fires, disasters, and war refugee situations in which anyone could need temporary help. Identify helping agencies, such as the Red Cross, volunteer groups, or UGN who are providing necessary goods and services. Ask the children if they know of times that their parents have rented a car, tools, floor polishers, laundromat, a house (motel or hotel), or even money. Try to explain how this payment of RENT or INTEREST is money income to those who own and rent it.
4. MONEY THAT IS SPENT FOR ONE THING CANNOT BE SPENT FOR ANOTHER. BECAUSE OF THIS, FAMILIES MUST MAKE CHOICES. DIFFERENT FAMILIES CHOOSE TO SPEND THEIR MONEY DIFFERENTLY.	Use a chart-like arrangement of goods and services to emphasize the choices that a family must make when it spends its income. (Pictures and drawings supporting Concept 1, Activity 2, of this Big Idea could be used here.) THINGS A FAMILY WANTS (list) | THINGS A FAMILY SHOULD BUY FIRST (list in order of importance) Do grownups and children always agree about which things to buy first? Do all families decide to buy the same things first? Play store. This activity can become as complicated as the teacher desires. Construction of a store enclosure, shelves of make-believe goods or cans and cartons (empty) brought from home, play-money, and cash register are all realia possibilities. The problems of choice-making can be experienced by the children if they are limited to a certain number of items for purchase or given a limited amount of play money. Listen to Families at Work, Science Research Associates First Grade Resource Booklet, Recorded Lesson #10, "The Purple Jar": Rosamond chose to buy a purple jar instead of a badly needed pair of shoes. She missed some good times and a trip to the zoo because of her worn-out shoes, and her purple jar turned out to be a big disappointment.

EVALUATION AND NOTES

Can the children tell of situations where they wanted to buy one thing and the family decided to buy something else?

Can the children budget their allowances? For instance, can they decide in advance how they are going to spend a given amount of money?

Are the children able to state the alternative choices available to them when they have a choice of spending their money, their time, or their materials?

Have the children been read stories about others who have made choices that turned out unhappily? Can they relate these to their own experiences?

Will the children admit that some of the things that they want today might become less desirable later on?

RESOURCES

Basic Social Studies Texts (State-Adopted)

Anderson: Families and Their Needs, Silver Burdett and Company, New Jersey, 1966, pp. 7-97

Preston, Ralph C. and Others: A New Hometown (Primer), D. C. Heath and Company, Boston, 1964, pp. 8-10

Samford, Clarence: You Are Here, Benefic Press, Chicago, 1963 or 1967, Units I and III

Other Books

Bannon, Laura: The Gift of Hawaii, Albert Whitman Company, Chicago, 1961

Brenner, Barbara: The Five Pennies, Alfred A. Knopf, Inc., New York, 1964

Heilbroner, Joan: The Happy Birthday Present, Harper and Brothers, New York, 1961

Marks, Mickey: What Can I Buy? Dial Press, Inc., New York, 1962

Morrow, Elizabeth A.: A Point of Judgment, Alfred A. Knopf, New York, 1960

SUPPORTING CONCEPT	RELATED ACTIVITIES
	Making choices should not always emphasize material things. Ask such questions as the following: Would you choose to have your daddy work longer hours and make more money or stay home and play with you? Why? Would you rather choose to go swimming or play baseball? Why does daddy drive his car to work instead of taking the bus? Draw a picture of yourself with something you wished you had, or doing something you would rather be doing. "Show and tell" about a toy (baby rattle, toy gun, broken skate) that the children no longer feel is valuable to them. Ask if they would buy it again and why it is no longer as important as it used to be.
5. FAMILIES SOMETIMES CHOOSE BETWEEN SPENDING NOW AND SPENDING LATER.	Have the children draw or collect pictures of expensive things a family would like to have--color television, new car, new furniture. Identify whether it will be used by father, mother, children, or the entire family. Ask how a family might get the money with which to buy it. Will a family buy fewer things now, so that it can save up enough money to buy it later? Will a family borrow, so that it can buy it now, but then buy fewer things until it is paid for? List the ways that children can-- save money - bank account home "piggy" bank leave with parents save goods - put in some kind of storage leave at the store

EVALUATION AND NOTES

Can the children give home or classroom examples of borrowing and saving?

In stories such as the "Grasshopper and the Ant," can the children identify the ones who were producing, saving, and consuming and the choices each made between work and play?

Has the teacher explained that either goods or money can be saved?

RESOURCES

Thompson, Vivian L.: Camp-in-the-Yard, Holiday House, New York, 1961

Watson, Ellen: Annie's Spending Spree, The Viking Press, Inc., New York, 1957

Stories

Lawrence, Ned: "The Happy Goldsmith" and "How the Bank Helped Littletown," Our Working World, SRA Resource Unit, (Grade 1), Science Research Associates, Inc., Chicago, 1964, pp. 142-145 (state-adopted text)

"The Purple Jar," Recorded Lesson 10 SRA Resource Unit (Grade 1), Science Research Associates, Inc., Chicago, 1964

Filmstrips

"A Family Shopping Trip," Society for Visual Education #228.5, 52 fr., color

"Family Fun," Encyclopaedia Britannica Films, #7700, 45 fr., color

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Basic Social Studies Text (State-Adopted)

Wann and Sheehy: Learning About Our Families, Allyn and Bacon, Inc., Boston, 1962, pp. 88-98

Other Books

Bannon, Laura: The Other Side of the World, Houghton Mifflin Company, Boston, 1960

Jackson, Kathryn: "Savings for Something Big," Work Around the World, Silver Burdett and Company, New York, 1957

BIG IDEA 2: FAMILIES NEED MONEY FOR GOODS AND SERVICES (continued)

SUPPORTING CONCEPT	RELATED ACTIVITIES
	Read the fable of the "Grasshopper and the Ant." Have the class dramatize this Aesop Fable or make puppets to act out the story.
	Make a list of things the children would like to get for their families on Christmas, birthdays, Father's Day, Mother's Day, or such occasions. Discuss the importance of wise choices and methods of saving for a gift.
	Tell of experiences with the family where they had fun <u>without</u> spending money.
	Plan a class party or activity which will require an absolute <u>minimum</u> of money or materials.
	Ask the class and/or have them discuss at home the value or problems that would arise if <u>everyone</u> were to save and <u>no one</u> spent their money.

BIG IDEA 3: Someone Must Produce the Goods and Services Families Need

Someone must produce food for a family to eat, clothing for it to wear, and shelter for it to live in. Everyone in every family consumes these things, but not everyone is big enough or strong enough or skilled enough to produce them. It takes labor, materials, and tools to produce most of the things we need. These resources are scarce. If we use them for one thing, we cannot use them for another; and if we waste or destroy them, we cannot use them to produce anything at all.

Pioneer families produced nearly everything that they consumed. Daddy pioneer hunted and built the house and made the tools; mother pioneer cooked and made clothes, and the child pioneer helped them. Our families produce some of the things we consume, but many of our goods and services are produced outside the home by businesses or by government. Our families earn money by selling resources -- usually labor -- to businesses or government, and they use this money to buy goods and services from business or to pay taxes to government. Businesses and government then use the money to buy the resources that they need to make goods and services for people to buy or use.

(continued on page 23)

EVALUATION AND NOTES

RESOURCES

Filmstrips

"It Pays to Save," Popular Science Publishing Company, 1952, 29 fr., b/w

"It Pays to Save," McGraw-Hill Book Company, #38000, 27 fr., color

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SUPPORTING CONCEPTS

1. Everyone is a consumer, but not everyone is a producer.

2. Producers use resources--tools, labor, time, materials--to make the things we need. Resources used for one thing cannot be used for another. If we waste or destroy them, they cannot be used at all.

3. Some of our goods and services are produced by businesses. Businesses receive income when they sell the products they make. They use their income to buy the resources they need.

4. Some of our goods and services are produced by governments. People pay taxes to the government so that it can buy the resources that it needs.

5. Businesses and governments employ workers to help produce goods and services. The workers are paid for the goods or services they help produce. Some workers are paid more than others. These workers can consume more or save more.

VOCABULARY

business	education	producer	tax
capital resources	government	products	training
consume	human resources	sell	specialist
consumer	natural resources	skill	
demand	produce	supply	

SUPPORTING CONCEPT	RELATED ACTIVITIES
1. EVERYONE IS A CONSUMER BUT NOT EVERYONE IS A PRODUCER.	Construct, or expand on, a chart illustrating the work that parents do. (Previous activities called for pictures or cutouts showing what each parent did.) Additional illustrations could show consumption.

Our Parents Produce		We All Consume	
Goods	Services	Goods	Services

Play a game of charades where students act out such production or consumption activities as washing dishes, running errands, cleaning their rooms, eating dinner, riding a bike, or using a baseball. Have class try to guess whether a good or service is being produced or consumed.

Crayon drawings of children as they see themselves producing a good, consuming a good, producing a service, and consuming a service could be made on different sheets or on one large divided sheet.

Collect magazine pictures of people producing and consuming. Have two or more shoe boxes labeled so the children can sort the pictures into each box. Identify people, such as babies, children, old people, sick and injured who are not producers.

Read and recite nursery rhymes. Have the children act out and identify who the producers and consumers might be in--

Hickety Pickety	My Black Hen
Sing a Song of Sixpence	Little Miss Muffet
The Queen of Hearts	Little Jack Horner

The lunch and milk count periods may give an opportunity to introduce the concept of children as consumers at school. Ask, "Is there any way that we are consumers at school?" List the responses on the board. See example on page 26.

EVALUATION AND NOTES

Can the children classify pictures or descriptions of the work that their parents do as work that produces a good or a service?

Can the children identify the consumer and the producer in stories, poems, songs, and their own school situation?

Have the children been able to tell what goods or services they use in their regular activities at home?

RESOURCES

Basic Social Studies Texts (State-Adopted)

Preston, Ralph C. and Others: A New Hometown (Primer), D.C. Heath and Company, Boston, 1964, pp. 16-18, 45-54

_____: In School and Out, D.C. Heath and Company, Boston, 1964, pp. 90-91

Samford, Clarence and Others: You Are Here, Units 2, 12, Benefic Press, Chicago, 1963

Wann and Sheehy: Learning About Our Families, Allyn and Bacon, Inc., Boston, 1962, Chapters 1, 3, 5, 9

Other Books

Hughes, Shirley: Lucy and Tom's Day, W.R. Scott, Inc., New York, 1960

Lattimore, Eleanor: Little Pear, Harcourt, Brace, and World, New York, 1931, p. 144

Lenski, Lois: Let's Play House, H.Z. Walck, Inc., New York, 1944

_____: Little Family, Doubleday and Company, Inc., New York, 1932

Radlauer, Ruth: About Father at Work, Melmont Publishing Company, Chicago

Films

"Our Family Works Together," Coronet Films, 1958, 11 min., color, b/w

Filmstrips

"Caring for School Materials," McGraw-Hill Book Company, 38 fr., color

"Cooperative Living Series," Long Filmslide Service:
a) "The Day Begins," 1954, 28 fr., color

SUPPORTING CONCEPT	RELATED ACTIVITIES

We Consume Goods	We Consume the Services Of
books	teacher
crayons	principal
milk	custodian
chalk	milkman

Are some of these things being consumed now?
Are some things used over and over?
How can we get the most use of these?

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2. PRODUCERS USE RESOURCES (TOOLS, LABOR, TIME, MATERIALS) TO MAKE THE THINGS WE NEED. RESOURCES USED FOR ONE THING CANNOT BE USED FOR ANOTHER. IF WE WASTE OR DESTROY THEM, THEY CANNOT BE USED AT ALL.

Discuss and then illustrate the resources necessary in such classroom activities as building a project in the classroom, drawing pictures.

Labor + Tools + Materials = Product

Student + Brushes + Paper, Paint = Picture

Teacher might explain this formula by having the child answer the following questions:
- Can you produce a picture with nothing? (labor)
- Can you produce a picture with just a brush? (tool)
- Now, can you, the brush, and the paint and paper produce a picture? (materials)

Have the children finish telling a creative story using a Robinson Crusoe setting: "If I were marooned on a desert island, I would..." Encourage the children to be specific about the food, clothing, and shelter they would seek. What tools and materials would they want?

Dramatize the story of "The Elves and the Shoemaker." Stress the idea of making something for others. What did the elves use? How did the Shoemaker get more leather? What resources did he use? (labor, tools, time, and materials)

Discuss the importance of conserving materials at home and at school. A dramatic illustration for classroom use that the teacher might consider could be the following:
- Bring to class an item that can be broken or destroyed without danger of splinters, broken glass,

EVALUATION AND NOTES

Can the children explain the production process by identifying the factors of labor, tools, and resources that went into the final product?

Have the children tried to work in a situation where they were faced with inadequate tools or insufficient supply of materials?

Have the children experienced the loss of a good or service that was not replaced? Have they had to do without something that was destroyed or used in an alternative manner?

Can the children identify some of the things that producers consume--food, clothing, shelter, tools, materials?

RESOURCES

b) "Mother Cares for the Family," 1954, 26 fr., color
c) "Father Works for the Family," 1954, 29 fr., color

d) "The Children Have a Busy Day," 1954, 30 fr., color

"Family Helpers," Society for Visual Education, 1956, 47 fr., color

"Happy Family," Eyegate House, Inc., #121 E, color

Books

Barr, Jene: Policeman Paul, Albert Whitman and Company, Chicago, 1952

Beskow, Elsa: Pelle's New Suit, Harper and Brothers Publishers, New York, 1962

Floethe, Louise: The Story of Lumber, Charles Scribner's Sons, New York, 1962

Goudey, Alice E.: Here Comes the Bees, Charles Scribner's Sons, Inc., New York, 1960, p. 94

Ipcar, Dahlov: Ten Big Farms, A.A. Knopf, Inc., New York, 1958

Lindman, Major: Flicka, Ricka, Dicka, and the Strawberries, Albert Whitman and Company, Chicago, 1944

Films and Filmstrips

"Beginning Responsibility: Other People's things," Coronet Films, 1963, 11 min., color, b/w

"Helpers Who Come to Our House," Coronet Films, 11 min., color

SUPPORTING CONCEPT	RELATED ACTIVITIES
	or too much of a mess--potted plant, old clock without the glass, breakable toy, gaily decorated raw egg, large balloon inflated, or a large sheet of colored paper. Ask the children to make suggestions regarding all the things they could do with this item. Then break it!!! Now ask what it is good for. Stress that this is a loss to everyone. Have the children display some of the things they have made at school or at home. Ask them to explain what work they did, what tools they used, and what materials went into the article.
3. SOME OF OUR GOODS AND SERVICES ARE PRODUCED BY BUSINESSES. BUSINESSES RECEIVE INCOME WHEN THEY SELL THE PRODUCTS THEY MAKE. THEY USE THEIR INCOME TO BUY THE RESOURCES THEY NEED.	Have the children go to various items in the room or point to things that they are wearing. Who produced them or where did they get them? Have the children name or describe things in their home that came from factories or businesses. Discuss the different places of business where a family might go in a single day. The list might be put on the board and the teacher could make a count of all the children who claim to go there. Discuss: What businesses do families go to time after time? Why do some families go to the same businesses time after time? Have the students do some interviews and report them to the class. The children could ask their parents or local businessmen what the businesses do with the money they collect for their wares. As reports are made, the teacher should take care to identify resources purchased by businesses, such as labor, tools, displays, and fixtures, as well as the goods actually sold. Plan a business such as a lemonade stand. List the materials that are needed before business can begin. Impress on the students that getting something from home, such as cups, sugar, or tables still mean an expenditure of money by their parents. A brief view of circular flow might be attempted here by suggesting that those who received the

EVALUATION AND NOTES

Are the children able to name the types of businesses that supply them with the things they, their families, and their school use?

Have some of the children talked to their parents or business people to establish the fact that businesses, too, must spend money for goods and services?

Have the children been introduced to the concept of circular-flow, so that they can trace the flow of money from families to business and back to families?

Can the children explain where businesses of various kinds receive their income--barber shop, dairy, bus line, telephone company, toy store?

RESOURCES

"I'm No Fool with Fire," Encyclopaedia Britannica Films, 1958, 50 fr., color

"Our Family Works Together," Coronet Films, 1958, 11 min., color, b/w

"What Do Fathers Do?", Churchill Films, 11 min., color, b/w

Songs

Lenski, Lois: "When I Grow Up" (with music), H.Z. Walck, Inc., New York, 1960

Basic Social Studies Texts (State-Adopted)

Wann and Sheehy: Learning About Our Families, Allyn and Bacon, Boston, 1962, pp. 109-120

Stories

"The Three Businessmen," "Mr. Wooley, the Businessman," Our Working World, SRA Resource Unit (Grade 1), Science Research Associates, Inc., Chicago, 1964, pp. 155-160

Titus, Eve: "Anatole, the Business Mouse," Our Working World, SRA Resource Unit (Grade 1) Science Research Associates, Inc., Chicago, 1964, p. 29 (state-adopted text)

Films

"George's New Suit," Coronet Films, 11 min., color, b/w

Songs

"The Shoemaker," Growing With Music, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1966, p. 95 (state-adopted text)

SUPPORTING CONCEPT	RELATED ACTIVITIES
	children's money for the resources of the new business would be likely customers, and they could collect some of the money back. List the resources needed by the school when the class attempts an art project. Did the school buy the materials used? How did the school get the money to spend?
4. SOME OF OUR GOODS AND SERVICES ARE PRODUCED BY GOVERNMENTS. PEOPLE PAY TAXES TO THE GOVERNMENT SO THAT IT CAN BUY THE RESOURCES IT NEEDS.	Play a game, "What If": What if ... every car had its own highway? What if ... every family had its own firetruck? What if ... every home had a baseball field? Children could make up their own story-conclusions, but the teacher should summarize the conclusion that it is probably best if families buy such things together and use them together. Develop a bulletin board or display picturing things that families buy together and by themselves.

What Families Buy Together	What Families Buy Themselves
Police, Firetruck, Roads, Bridges, Army Trucks	Homes, Cars, Clothing, TV Sets, Lawnmower ....

Take a walk around the school neighborhood to see how many things the children can identify as things that the government buys for everyone's use. Individuals or teams could compete in seeing such things as traffic signals, parks, libraries, street cleaners, police cars, road signs, lights.

Ask children whose parents, relatives, or friends work for city, state, or federal government to tell about their jobs.

Find and display pictures of people who work for the government. Help the children become familiar with leaders of our city, state, and federal governments.

Have the children explain how "Smokey, the Bear," "Litterbug," "Keep Oregon Green," and school rules help to make public property more usable for everyone.

EVALUATION AND NOTES

Can the children identify the goods and services that fit into such categories as "Public" and "Private?"

Children should simply be told that the government collects the money it spends from people and from businesses. They should be able to define "taxes" as one of the methods that government uses for collection of money.

Can the children point out specific goods and services provided to them by government?

Can the children name various public officials and their titles, and state the type of good or service that these officials provide?

RESOURCES

"Snip and Sew," Our Working World, SRA Resource Unit (Grade 1), Science Research Associates, Inc., Chicago, 1963, p. 154 (state-adopted text)

Basic Social Studies Texts (State-Adopted)

Samford, Clarence and Others: You Are Here, Benefic Press, Chicago, 1963 or 1967, pp. 91-94

Wann and Sheehy: Learning About Our Families, Allyn and Bacon, Inc., Boston, 1962, pp. 42-44

Other Books

Barr, Jene: This Is My Country, Albert Whitman and Company, Chicago, 1959

Bate, Norman: Who Built The Bridge? Charles Scribner's Sons, New York, 1954

Elkin, Benjamin: The True Book of Schools, Children's Press, Chicago, 1960

Grider, Dorothy: Back and Forth, J.B. Lippincott Company, Philadelphia, 1955

Schneider, Nina: While Suzy Sleeps, W.R. Scott, Inc., New York, 1959

Sootin, Laura: Let's Go to a Police Station, G.P. Putman's Sons, New York, 1957, p. 42

Films

"Our Community," Encyclopaedia Britannica Films, 12 min., color, b/w

BIG IDEA 3: SOMEONE MUST PRODUCE THE GOODS AND SERVICES FAMILIES NEED (continued)

SUPPORTING CONCEPT	RELATED ACTIVITIES
5. BUSINESSES AND GOVERNMENTS EMPLOY WORKERS TO HELP PRODUCE GOODS AND SERVICES. THE WORKERS ARE PAID FOR THE GOODS OR SERVICES THEY HELP PRODUCE. SOME WORKERS ARE PAID MORE THAN OTHERS. THESE WORKERS CAN CONSUME MORE OR SAVE MORE.	Read a number of "I Want to Be ...." books to the class. (I Want to Be: a baseball player, teacher, doctor, pilot, mechanic, space pilot, truck driver.) Compare the jobs in respect to-- Age requirements and limits Physical skills or talents Education required Danger or glamour of job Numbers who can be employed Rank these and other jobs with which the children are familiar, according to the pay they offer. List reasons why one job pays more than another. (Children need only to group pay as high, medium, and low.) Help children think about being "grown up." Discuss what they will have to do to prepare themselves for the jobs they want. Businesses and governments employ workers who can produce the good or service that people buy from them. Prepare a mural such as the following one which relates the type of business to the kinds of workers it seeks.

Ranch - Cowboy

Factory - Watchman

Hospital - Doctor

Airport - Pilot

Grocery - Clerk

EVALUATION AND NOTES

Can the student name various jobs? Can he describe some of the specific skills that those jobs require?

Can the children group workers according to the type of work they do and the type of business that they would most likely work for?

Did the children discuss and give specific examples that showed how higher pay meant more income and that people with more income could buy more than those with less income?

RESOURCES

"Our Policeman," Bailey Films, Inc., 1955, 11 min., color, b/w

"Our Post Office," Encyclopaedia Britannica Films, 48 fr., color

"The Fireman," Long Filmslide Service, color

Books

Jackson, Kathryn: Work Around the World, Silver Burdett and Company, New York, 1957

Zion, Gene: The Plant Sitter, Harper and Brothers, New York, 1959

Resource Person

Social Worker or School Nurse

Films

"The Fireman," Jam Handy Organization, 1956, 30 fr., color

"What Our Town Does For Us," Coronet Films, 11 min., color, b/w

Filmstrips

"The City Park," Curriculum Materials Corporation, #196000, 27 fr.

"The City Playground," Curriculum Materials Corporation, 1961, 29 fr., color

"The Mailmen," Encyclopaedia Britannica Films, 1949, 70 fr., b/w

Songs

For songs about the milkman, baker, druggist, dentist, policeman see Music For Young Americans, Book One, American Book Company, New York, 1959, and state-adopted music texts.

BIG IDEA 4: Specialization and Use of Tools Help Us Produce More and Better Goods and Services

Most families use tools and machines to help them produce the goods and services they need. Businesses and governments use tools and machines, too, sometimes big and expensive ones. We wouldn't be able to produce as many goods and services if we didn't have machines.

In most families the mother specializes in cooking and sewing, while other members of the family specialize in other things. The people who work for businesses and governments also specialize. We are able to produce more and better things when people specialize and divide the labor.

When people specialize they have to exchange the things they make for things that other people make. We use money because money makes it easier for people who specialize to exchange their specialized skill or product for the things they need.

(continued on page 35)

SUPPORTING CONCEPT	RELATED ACTIVITIES
1. FAMILIES USE TOOLS AND MACHINES TO HELP THEM PRODUCE GOODS AND SERVICES AT HOME.	Identify tools used in the home by placing several items such as needle and thread, wrench, dust pan, window cleaner, pictures of a lawnmower, or refrigerator, in a box or large bag. Have children name them and tell how each is helpful in the home. (A variation of this activity would be to place a few such objects in a heavy cloth bag. Children feel the object through the cloth and try to identify it and explain its use without seeing it.) Make a table display of old and new tools used about the home. For example: Broom and dust pan - Vacuum cleaner Egg beater - Mixer Needle and thread - Sewing machine Hand saw - Skilsaw Hoe and shovel - Rototiller A demonstration of progress could be carried out by scattering sawdust, paper scraps, or sand on the floor and having two groups clean up--one using broom and pan and the other, a vacuum cleaner.

SUPPORTING CONCEPTS

1. Families use tools and machines to help them produce goods and services at home.

2. People in a family divide the labor because this makes the work of the family go easier. If they specialize and divide the labor, they must coöperate with each other.

3. Businesses and governments use tools and machinery to help produce more and better goods and services. Our tools and machines are better than they used to be, and we have more of them.

4. People who work for businesses and governments divide the labor. More goods and services can be produced when people divide their labor or become more skilled in what they are doing.

5. As workers and businesses specialize, they must exchange their goods and services with one another.

6. Money is used to make it easier to trade.

VOCABULARY

cooperate	factory	machines	specialize
division of labor	invention	power	tools
exchange	labor	specialization	trade

EVALUATION AND NOTES

Can the child distinguish between a tool and a machine? (Tools are simple manually operated instruments: hammer, saw, file.) Can he describe how a machine is used as a tool?

Can the child explain the value of a tool by telling whether the tool helps complete a task faster, easier, better, or with less cost?

Have the children been told that machines cost money and require additional resources, such as electricity, gasoline, repairs, and storage space?

RESOURCES

Books

Floethe, Louise: The Story of Lumber, Charles Scribner's Sons, New York, 1962

Lewellen, John: Tommy Learns to Drive a Tractor, Thomas Y. Crowell Company, New York, 1958

Schwartz, Julius: I Know a Magic House, McGraw-Hill Book Company, Inc., New York, 1956

Shapp, Martha and Charles: Let's Find Out About Wheels, F. Franklin Watts, Inc., New York, 1962

Films

"Behind the Scenes at the Supermarket," Film Associates of California, 11 min., color, b/w

BIG IDEA 4: SPECIALIZATION AND THE USE OF TOOLS HELP US TO PRODUCE MORE AND BETTER GOODS AND SERVICES (continued)

SUPPORTING CONCEPT	RELATED ACTIVITIES
	Demonstrate the use of tools in the classroom. Tear paper by hand and cut with a pair of scissors. Sharpen a pencil with a knife and a pencil sharpener. Call the office by phone and send a messenger. Use a hand fan and an electric fan. Use a stapler or use a pin. Compare the cost of old and new tools used in the classroom and the home. Guide the children in their discussion of cost, efficiency, how well the job is done, and the labor-saving effect.
2. PEOPLE IN A FAMILY DIVIDE THE LABOR BECAUSE THIS MAKES THE WORK OF THE FAMILY GO EASIER. IF THEY SPECIALIZE AND DIVIDE THE LABOR, THEY MUST COOPERATE WITH EACH OTHER.	Draw a picture of each child's family. Include names and pets. Have children discuss: What does father do at home? What does mother do at home? What does_____do at home? What do I do at home? Make a booklet of creative stories. Call the booklet: "We All Help With the Work" "How I Can Be a Good Citizen at Home" "Real-Life Stories of My Family"

EVALUATION AND NOTES

Can the children name the roles played by various family members--father, mother, children, pet--and describe the work that each does?

Have the children identified specific situations in their own family life where cooperation has minimized conflicts and helped complete the family's work?

RESOURCES

"How Machines and Tools Help Us," Coronet Films, 1954, 11 min., color, b/w

"The Big Bakery," Educational Film Sales, University of California Extension, 1959, 10 min., color

Story

Titus, E.: "Anatole, the Business Mouse," Our Working World, SRA Resource Unit (Grade 1), Science Research Associates, Inc., Chicago, 1964, p. 29 (state-adopted text)

Poems

Rader, William: "Mr. Wooley, the Businessman," Our Working World, SRA Resource Unit (Grade 1) Science Research Associates, Inc., Chicago, 1964, p. 155 (state-adopted text)

Songs

Kogan, Lawrence: "Snip and Sew," Our Working World, SRA Resource Unit (Grade 1) Science Research Associates, Inc., Chicago, 1964, p. 154 (state-adopted text)

"The Shoemaker," Growing With Music, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1966, p. 95

Books

Anglund, Joan: Love Is a Special Way of Feeling, Harcourt, Brace and World, Inc., New York, 1960

Beim, Lorraine and Beim, Jerrold: Two Is A Team, Harcourt, Brace and World, Inc., New York, 1945, p. 61

Brown, Myra B.: Company's Coming For Dinner, F. Franklin Watts, Inc., New York, 1959

BIG IDEA 4: SPECIALIZATION AND THE USE OF TOOLS HELP US TO PRODUCE MORE AND BETTER GOODS AND SERVICES (continued)

SUPPORTING CONCEPT

RELATED ACTIVITIES

Include stories in the booklet with titles such as--
"How Father Works in the Home"
"How Mother Works in the Home"
"How I Work in the Home"
"How We All Help in the Home"

Discuss and list acts of courtesy and thoughtfulness in the home. Tell how such acts can make your home a happier place for all the people who live there. Dramatize or role-play some of these courteous acts.

Show the film: "A Happy Family" - How does each member help? Does helping help happiness?

Show the film: "Our Family Works Together" - Pick out the work each member does. Is the work easier when all help?

Begin a story of a family work situation and have the children furnish an ending. For example:
One day the deliveryman brought a new rug...
Mother was mixing a cake and found there was no milk...
We had just moved into a new house...
I asked my parents if I could have a party...

Read the story, "Snow White and the Seven Dwarfs." Discuss:
Why was the house dirty when Snow White found it?
How could the dwarfs have kept it clean?
How could this class do the work?
What should the dwarfs do when Snow White leaves?

Read the story, "The Cock, the House, and the Little Red Hen," Arbuthnot's Anthology, p. 13. Discuss:
Why were the animals unhappy in the beginning?
Why were they happy at the end?

Have the children make up rhymes or riddles for the different members of the family. For example:
Sometimes you sit in the chair,
I comb and put ribbons in your hair.
Guess, guess (mother or sister)

I fix the windows in the fall,
I make it warm for you and all.
Who am I? (father or brother)

I fix the dinner for you to eat,
Fruit, vegetables, milk, and meat.
Who am I? (mother)

EVALUATION AND NOTES

Can the children describe television programs or films where division of labor was involved?

Can the children find examples in fairy tales and animal stories that illustrate the need for both work and organization of work?

Will children agree that members of their family do much work for the benefit of others? Can they give examples, such as mother cooking, brother washing windows?

RESOURCES

Gag, Wanda: Gone Is Gone, Coward-McCann, Inc., New York, 1935

Jackson, Kathryn: Work Around the World, Silver Burdett and Company, New Jersey, 1957

Leaf, Munro: Let's Do Better, J.B. Lippincott Company, Philadelphia, 1945

Penn, Ruth: Mommies Are for Loving, G.P. Putnam's Sons, Inc., New York, 1962

Tudor, Tasha: Becky's Christmas, The Viking Press, Inc., New York, 1961

Woolley, Catherine: David's Railroad, William Morrow and Company, Inc., New York, 1959

Films

"Our Family Works Together," Coronet Films, 1950, 11 min., color, b/w

"Your Family," Ideal Pictures, 10 min., b/w

"Your Family," Coronet Films, 1948, 11 min., color, b/w

Filmstrips

"Brothers and Sisters," Encyclopaedia Britannica Films, 1954, 45 fr., color

Stories

Mitchell, Lucy Sprague: "The Cat Who Wondered," Our Working World, SRA Resource Unit (Grade 1), Science Research Associates, Inc., Chicago, 1964, pp. 93-94 (state-adopted text)

BIG IDEA 4: SPECIALIZATION AND THE USE OF TOOLS HELP US TO PRODUCE MORE AND BETTER GOODS AND SERVICES (continued)

SUPPORTING CONCEPT	RELATED ACTIVITIES
	I cut the grass when it grows tall, I rake the leaves both large and small. Guess, guess (father or brother) I help with the dishes and make my bed, I am pleasant and do what mother has said. Who am I? (me) I watch my little sister when she is small, It's fun to watch her grow straight and tall. Who am I? (me)
3. BUSINESSES AND GOVERNMENTS USE TOOLS AND MACHINERY TO HELP PRODUCE MORE AND BETTER GOODS AND SERVICES. OUR TOOLS AND MACHINES ARE BETTER THAN THEY USED TO BE, AND WE HAVE MORE OF THEM.	Prepare a display of tools and machines. (This may be similar to a display from an earlier activity; however, additions or variations are possible for further understandings.) Use pictures showing-- machines that produce goods machines that produce services machines used by businesses machines used by government machines used in school machines used at home. Build a museum displaying old machines and tools that the children "dig up" from their homes and relatives. Each child would enjoy explaining how their ancestors used them and how "modern" the tools and machines used to be. Visit a museum to see what tools pioneers and other civilizations used. The Oregon Historical Society is a good source of pioneer tools. Make butter in a hand churn. Why could families not buy butter long ago? List the things necessary before butter can be made. Could every family make and have butter? How is butter made today? Plan an antique show displaying-- A general accumulation of anything that will illustrate change Antique automobiles, planes, or housing styles Men's and ladies' clothing. Conduct discussions or demonstrations with the class such as-- Sending a message by messenger or by telephone

EVALUATION AND NOTES	RESOURCES
Children can quickly name several machines or tools that are used by businesses and workers that they have seen. Children attempt to show a continuity of function when they display tools or machines of long ago and the comparable modern item. The children can tell which machines make the work easier and which make more goods or services available. Children can list things that are available to them today that were not as good or not available to people before their time.	<u>Basic Social Studies Texts</u> (State-Adopted) Preston, Ralph C. and Others: <u>A New Hometown</u>, D.C. Heath and Company, Boston, 1964, pp. 22, 28, 44, 48, 6(_____: <u>In School and Out</u>, D.C. Heath and Company, Boston, 1964, pp. 91-107 Wann and Sheehy: <u>Learning About Our Families</u>, Allyn and Bacon, Inc., Boston, 1962, pp. 29-34, 40, 51-64, 77, 99-136 <u>Our Working World</u>, SRA Resource Unit (Grade I), Science Research Associates, Inc., Chicago, pp. 48-53 <u>Other Books</u> Beim, Jerrold: <u>Tim and the Tool Chest</u>, William Morrow and Company, Inc., New York, 1951 Budd, Lillian: <u>The People on Long Ago Street</u>, Rand McNally and Company, Chicago, 1964 Burnett, Frances: <u>Racketty-Packetty House</u>, Charles Scribner's Sons, New York, 1961, p. 190 Cavanah, Frances: <u>Our Country's Story</u>, Rand McNally and Company, Chicago, 1962

BIG IDEA 4: SPECIALIZATION AND THE USE OF TOOLS HELP US TO PRODUCE MORE AND BETTER GOODS AND SERVICES (continued)

SUPPORTING CONCEPT	RELATED ACTIVITIES
	Building a road with shovels or a bulldozer Drilling a hole with a drill or a sharpened rock Digging a garden with a stick or with a shovel
	Ask the children to count the number of electric motors in their homes and automobiles. (The count should go to 20 or 40...electric clock, furnace, fans, power tools, refrigerator, toy trains, auto racers, battery-operated toys, mixers, can openers, garbage disposal, barbecue motor, shavers, exhaust systems, clock radios.)

EVALUATION AND NOTES

RESOURCES

Floethe, Louise L.: The Farmer and His Cows, Charles Scribner's Sons, New York, 1957

Schwartz, Julius: I Know a Magic House, McGraw-Hill Book Co., New York, 1956

Waller, Leslie: Book to Begin on American Inventions, Holt, Rinehart and Winston, Inc., New York, 1963

Films

"Adventures in Telezonia," Bell Telephone Company, 1948, 18 min., color

"How Machines and Tools Help Us," Coronet Films, 1954, 11 min., color, b/w

"Machines Do Work," McGraw-Hill Book Company, b/w

"Making Work Easier," Encyclopaedia Britannica Films, 10 min., color, b/w

Filmstrips

"Milking," Encyclopaedia Britannica Films, #7680, 45 fr., color

"Why's of Elementary Science," Set II, Simple Machines, Filmstrip House, 1957, 130 fr., color

Songs

See state-adopted music textbooks for Grade 1 for songs about tools and machines.

Story

Stoner, Jeanne: "The Little Red Wagon" Our Working World, SRA Resource Unit (Grade 1), Science Research Associates, Inc., Chicago, 1964, p. 50 (state-adopted text)

BIG IDEA 4: SPECIALIZATION AND THE USE OF TOOLS HELP US TO PRODUCE MORE AND BETTER GOODS AND SERVICES (continued)

SUPPORTING CONCEPT	RELATED ACTIVITIES
4. PEOPLE WHO WORK FOR BUSINESSES AND GOVERNMENTS DIVIDE THEIR LABOR. MORE GOODS AND SERVICES CAN BE PRODUCED WHEN PEOPLE DIVIDE THEIR LABOR OR BECOME MORE SKILLED IN WHAT THEY ARE DOING.	Observe the work being done in the school by "specialists," such as the principal, custodian, cafeteria cook, teacher, and secretary. Ask some of these persons to come talk to the children. Why does each person do a different job? What skills does each "Specialist" possess? Would the school operate as well if the children tried to do these jobs? Make and post a Responsibility Chart, listing the division of classroom chores among the children. Discuss the importance of getting the assigned chores done. Discuss the manner in which the assignments of chores might be made. Post the picture of a house or something requiring the skills of many workers (auto, dam, bridge). Draw pictures of specialists who worked on this house and stretch yarn from the worker to the area that he made (plumber, carpenter, electrician, painter, roofer, bricklayer, glazier). Discuss the importance of each worker and the work he contributes to the house. Ask the children to give examples of results if the workman does not do a good job. Do an experiment to show the children working on an assembly line produce things faster than those who do all the work of a complicated job. Dump a large quantity of colored crayons, paper sheets, or blocks in the center of two different tables. At one table have no specialization or division of work so that each child assembles a box of different colored items. At another table organize the work so that each of several children picks one color, packs it in the box, and passes the box to the next child, who picks another color. Which table works faster? Which table depends on all workers doing their job? Play the game "Here We Come. Where're You From?"

EVALUATION AND NOTES

Have the children talked with or seen the workers in their school?

Can the children describe or name school activities that could not be carried out if certain school workers were to fail in their responsibilities?

Can the children point to a specific item in a house, automobile, or classroom and name the skill or worker that was necessary to its production?

Have the children seen or conducted an experiment that illustrates the greater efficiency of the assembly line technique over that of one person trying to do many different tasks?

RESOURCES

Basic Social Studies Texts (State-Adopted)

Samford, Clarence and Others: You Are Here, Benefic Press, Chicago, 1963, "Fire Drill," pp. 106-107

Other Books

Barr, Jene: Policeman Paul, Albert Whitman and Company, Chicago, 1952

Boutwell, Edna: Red Rooster, E.P. Dutton and Company, Inc., New York, 1950

Hoffman, Elaine: About Our Friendly Helpers, Melmont Publishers, Inc., Chicago, 1954

Films

"Helpers Who Come to Our House," Coronet Films, 11 min., color

Filmstrips

"Our Job in School," Encyclopaedia Britannica Films, #2720, 41 fr., color

BIG IDEA 4: SPECIALIZATION AND THE USE OF TOOLS HELP US TO PRODUCE MORE AND BETTER GOODS AND SERVICES (continued)

SUPPORTING CONCEPT	RELATED ACTIVITIES
5. AS WORKERS AND BUSINESSES SPECIALIZE, THEY MUST EXCHANGE THEIR GOODS AND SERVICES WITH ONE ANOTHER.	Read the story, "Jack and the Beanstalk." What did Jack trade? Why did Jack's mother feel he got cheated? Do you think Jack made a wise trade? Could Jack get enough money for his cow to buy all he got from the giant? Pretend that money has not yet been invented. Pretend that each child has specialized and produced a set number of goods represented by blocks or straws, or have them draw pictures of the item. Tell children to trade their "good" with one another, trying to get a variety of things. See who can get the best variety and the most in exchange for his trading good. Role-play the day of a farmer who has a truck load of pumpkins. Have the farmer come to town to buy food, clothing, shelter, recreation, and pay taxes with only pumpkins. Illustrate "Diminishing Returns (Utility)" by presenting a child with more and more of a single item. Have him-- Drink glasses of water Put additional coats on, one over the other Give him additional books (to carry) Imagine eating one hamburger after another Imagine having three identical new bicycles for your birthday. Make the point that the first item in a series generally brings more satisfaction than the second; the second more than the third, etc.
6. MONEY IS USED TO MAKE IT EASIER TO TRADE.	Display coins. An arithmetic lesson can be incorporated into this display: How many pennies are worth a nickel? How many nickels are worth a half-dollar? Draw circle charts. Place a penny, nickel, dime, quarter, etc., in the center of each chart. On the circumference of the circle, cut or draw those things that each coin would buy. Point out that the barter system would let people trade within each circle, but would be more difficult from circle to circle. See illustration on page 48.

EVALUATION AND NOTES

Can the children explain how a specialist (teacher, gas station man, plumber) gets his food, clothing, and shelter when he does not produce these things himself?

Can the children barter one good for another with reasonable skill? That is, not give up everything they have for the first item they see?

Can the children equate the trading (and purchasing power) of a person with the value of the product that he has produced?

Are the children aware that they probably would not want too many toys of the same kind? Can they relate this to the idea of diminishing utility?

Do the children see that it is easier to buy and sell things for money than it would be to exchange them by barter?

Do the children know the mathematical relationship between various denominations of coins? Can they express one in terms of the multiple of another?

Can the children name a coin, a good, or a service of similar value? Another good or service of like value to either the commodity or the coin?

RESOURCES

Songs

Langstaff, John: "The Swapping Song," Our Working World, SRA Resource Unit (Grade 1), Science Research Associates, Inc., Chicago, 1964, pp. 115-116

Books

Elkin, Benjamin: The True Book of Money, Children's Press, Chicago, 1960

Hine, Al: Money Round the World, Harcourt, Brace and World, Inc., New York, 1963

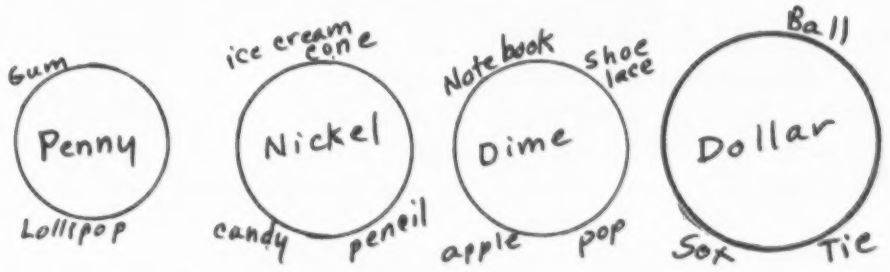
Pamphlets

"Many Pennies," The Golden Press, New York

BIG IDEA 4: SPECIALIZATION AND THE USE OF TOOLS HELP US TO PRODUCE MORE AND BETTER GOODS AND SERVICES (continued)

SUPPORTING CONCEPT

RELATED ACTIVITIES



Read the story, "The Tuba Factory." Discuss the importance of money as a medium of exchange.

Read or listen to the record, "Reward for Our Work," in Science Research Associates Recorded Lesson for Our Working World.* Discuss the results of the situations and choices of this reward.

Learn the song:

"One little, two little, three little pennies,
Four little, five little, six little pennies,
Seven little, eight little, nine little pennies,
Ten little pennies make a dime;
And I can buy a _____."
(children name the article)

BIG IDEA 5: Some Goods and Services Come From Other Countries

Different countries have different resources. Climates differ. Soils and mineral resources differ. So do educational systems. So does the availability of tools and equipment. Because of these differences in resources, the people in different countries tend to specialize in different goods and services. We buy some of the goods and services we use from people in those countries, and they buy some of the goods and services that they use from us. Trade between people who live in one country and those who live in another is complicated by the fact that each country has its own money. Without international trade, we would have a hard time getting things like pineapples or bananas, and people in other countries would have a hard time getting wheat or lumber.

(continued on page 49)

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*SRA First Grade Resource Unit, Science Research Associates, Inc., Chicago

EVALUATION AND NOTES

Have the children exchanged paper currency for pennies or nickels to see that such currency does equal multiples of smaller coins?

Has the teacher mentioned the problems that might arise if everyone could make all the coins he wished and could try to spend them in competition with money that was "earned"?

Are the children able to equate units of money with specific goods or services? Can they see that pennies, dimes, and dollars can be traded for many different items in their circle chart and that they can be used to buy even different priced items?

RESOURCES

Films

"Making Change for a Dollar," Coronet Films, 1954, 11 min., b/w

"Beginning Responsibility: Using Money Wisely," Coronet Films, 1967, 11 min., color

"Money and Its Uses," Encyclopaedia Britannica Films, 1962, 11 min., color

Records

"Families at Work," Our Working World, SRA Recorded Lessons, Science Research Associates, Inc., Chicago, 1963

SUPPORTING CONCEPTS

1. Families in our country buy goods and services from other countries.
2. Families in other countries buy goods and services from our country.
3. Each country has its own money.
4. More of our wants for goods and services are satisfied when we trade with other countries.

VOCABULARY

cargo	domestic	import	transportation
climate	export	Oregon	United States
countries	foreign (country, money, stamps)	surplus	world

BIG IDEA 5: SOME GOODS AND SERVICES COME FROM OTHER COUNTRIES (continued)

SUPPORTING CONCEPT	RELATED ACTIVITIES
1. FAMILIES IN OUR COUNTRY BUY GOODS AND SERVICES FROM OTHER COUNTRIES.	Make a display or collection of food products from other countries. (This display can be eaten by the class in conjunction with the next activity). Include-- Bananas from South America Mexican tortillas Dates from the Middle East or Africa Pretend the following foods are from the original country: English muffins French pastry German chocolate cake Japanese fortune cookies Make a large bulletin board or chart. Sketch in an outline map of the world. Cut out a cardboard ship leaving the harbor of each country, each carrying the food (or commodity) on display. Move the ship closer to the United States each day. When the ship reaches Portland let the children eat the food it carries. Discuss in a general way why certain products are best made or grown in other countries. Mention differences in climate, natural resources, availability of skilled labor, stocks of tools and machinery, and transportation problems. On the basis of television programs, previous stories, or available films, have children give examples of goods and services of other countries that we do not want to buy.
2. FAMILIES IN OTHER COUNTRIES BUY GOODS AND SERVICES FROM OUR COUNTRY.	Ask a visitor from another country, or a person who has visited another country, to speak to the class. Encourage the use of picture slides and souvenirs. If convenient to Portland or coastal cities, take the class (or encourage individual family trips) to see the many flags on ships in the harbors. Report to the class what the ships brought to Portland and what they were putting aboard to take away. Read articles from the financial section of the daily newspaper which tell of each ship entering and leaving the port.

EVALUATION AND NOTES

The children are able to name products in common use that come from other countries.

The children are able to determine from labels whether a product was made in the United States or imported.

The children have been told about geographic, economic, and social differences between countries.

The children have been told that we do not buy everything that other countries produce.

RESOURCES

Note: Most of the books and films on this concept are intended for upper grades.

Have the children seen pictures of other countries in which there are examples of American-made autos, clothing, movies, petroleum products, or machinery?

Have the children seen or heard about the many ships that come to our coastal cities for loads of wheat, lumber, and other products?

BIG IDEA 5: SOME GOODS AND SERVICES COME FROM OTHER COUNTRIES (continued)

SUPPORTING CONCEPT	RELATED ACTIVITIES
	Read the articles from "Harbor News" that tell of shipping activities in Portland. Do not overlook the role of air cargo. Define "foreign aid" for the students as a means whereby the United States helps to make goods and services available for use by other countries.
3. EACH COUNTRY HAS ITS OWN MONEY.	Display coins and various types of money used in other countries. If the money is valuable, take care to avoid loss in the classroom and in transit. The financial section of the daily newspaper always has a listing of dollar value of most foreign currency. Children might enjoy learning some of the names used for money denominations of other countries. Senesh, Our Working World, Science Research Associates (Grade 1), Resource Booklet, Lesson 15, Activity 9, describes the inconvenience of using different forms of payment. Puppets dressed in native costumes could be made to represent countries and the problem of barter and money exchange could be brought out under the guidance of the teacher.
4. MORE OF OUR WANTS FOR GOODS AND SERVICES ARE SATISFIED WHEN WE TRADE WITH OTHER COUNTRIES.	Bring to class or tell the class about something the family has acquired that was made in another country. Boys might be interested in bringing models of foreign cars, telling where they were made, the name of the cars, and what makes them different from American-made cars. Visit the zoo. How many countries are represented by the animals they provided? Pretend you are going to send a gift to a friend in a particular country. What do you think he would like most? Can he get this same thing in his country? Why don't you think he can/cannot get it in his own country?

EVALUATION AND NOTES	RESOURCES
Have the children seen coins and money that have form, color, name, and denominations different than that of the United States?	Books Our Working World, SRA Resource Unit (Grade 1) Science Research Associates, Inc., Chicago, Lesson 15, Activity 9, p. 113
Can the children explain that money has the same function in other countries, even though it has different names and different denominations?	
Have the children seen the tables that show how money can be exchanged for American dollars or for some other money?	
Have the children named or brought things to class that they established as having been made in another country?	Books Shannon, Terry: About Food and Where It Comes From, Melmont Publishers, Inc., Chicago, 1961
Can the children tell how foreign goods or services (that they brought to class or identified at home) have been used by themselves or their family?	
Can the children tell about items that are produced in their country that probably would be new to families of various other places?	

Appendix

MAJOR IDEAS AND SUB-IDEAS OF MODERN ECONOMICS

The following ideas and sub-ideas define the boundaries of the economic discipline and are guides to the things teachers should cover or emphasize.

The ideas are abridged and paraphrased from James D. Calderwood, Teachers Guide to Developmental Economic Education Program, Part One, Economic Ideas and Concepts (New York: Joint Council on Economic Education, 1964).

SEVEN BASIC ECONOMIC AREAS

I. WHAT ECONOMICS IS ALL ABOUT

II. PERSISTENT ECONOMIC PROBLEMS FACED BY ALL SOCIETIES

III. THE MARKET ECONOMY OF THE UNITED STATES AND HOW IT OPERATES

IV. ECONOMIC GROWTH AND STABILITY

V. DISTRIBUTION OF INCOME

VI. THE UNITED STATES AND THE WORLD ECONOMY

VII. OTHER ECONOMIC SYSTEMS

I. WHAT ECONOMICS IS ALL ABOUT

A. Economics....

1) Is primarily concerned with the allocation of scarce resources, with the ways in which a society decides

WHAT to produce
HOW to produce it
FOR WHOM to produce it.

2) Deals with a whole economy — how it works, grows, and adjusts to change.

3) Is also concerned with important parts of the society: consumers, businesses, labor unions, farms. However, a study of these parts is only part of the study of economics.

4) Does not decide personal or social goals. The study of economics helps us to identify goals — growth, stability, efficiency, justice, freedom, and so on — and to make intelligent choices between alternatives.

B. The study of economics is important because

1) Individuals have many economic problems of their own.

2) Citizens influence decisions on economic problems that affect the community, the nation, and the world.

3) People who can deal with economic problems in an organized and systematic way are better able to deal with other kinds of problems.

C. The real test of economic understanding is whether or not one has the ability to deal with future economic problems in an organized and systematic way.

1) This does not mean having memorized facts.

2) It does mean the ability to

a) Define the problem and find the facts

b) Identify the goals that we are trying to achieve, in order of priority

c) Decide what action is best, all things considered.

II. PERSISTENT ECONOMIC PROBLEMS FACED BY ALL SOCIETIES

A. All societies want economic goods and services.

1) Some of these wants are individual, some are collective; but a society's economic wants are never satisfied.

2) There are wants for consumption goods, that satisfy our needs directly, and wants for capital goods, that help us produce the things we want.

B. The process of making economic goods (and services) is called production. Those who engage in this process are called producers.

1) We cannot produce goods and provide services unless we have resources — the main ones are land, labor, and capital.

2) The amount of output that we get from our resources depends on the level of technology, the degree of specialization, the productivity of labor, and the amount of capital available.

C. Resources are scarce. We must decide how we want to use them because if we use our resources in one way we cannot use them in another.

D. An economic system is an organized way of making decisions about how to use scarce resources. (Economists speak of "the allocation of resources.") To do this society must decide what to produce, how to produce it, how much to produce, and for whom to produce it. Various economic systems make these decisions in different ways.

III. THE MARKET ECONOMY OF THE UNITED STATES AND HOW IT OPERATES

A. Ours is a modified private enterprise economy. Our citizens are free to buy what they can afford. They are free to go into business, hire labor and acquire resources, and produce what they think consumers will buy.

1) Producers make a profit if they are right about consumers' demands and suffer a loss if they are wrong. The profit motive thus encourages producers to produce and to shift from one line of production to another when consumers' wants change.

2) Our decisions on what goods to produce and how to produce them are thus influenced by consumer decisions as to how to spend their incomes.

B. There is a circular flow of income from businesses to those who provide resources; from the public to the government; and from those who save to those who invest. A simple model of this flow helps to explain the workings of the whole economy.

C. The market is a basic institution of the American economy.

1) The market adds up the economic decisions of individual buyers and sellers.

2) The ideas of demand and supply are useful in explaining how markets work and how price changes affect the incomes of producers and the amounts that consumers have left over to spend on other things.

3) Market prices are the main regulators of economic activity in the United States.

4) Competition is an essential part of the market mechanism. But, because monopoly or semi-monopoly exists in certain markets, we have passed anti-trust laws and decided to regulate the prices charged by certain industries.

5) Our governments regulate the economic activities of businessmen and consumers. They also affect the allocation of resources when they levy taxes, spend money on goods and services, or make money available to individuals.

IV. ECONOMIC GROWTH AND STABILITY

A. Economic growth may refer to either increases in total output or to increases in output per person.

1) We need growth so that we can raise our living standards and so we can provide enough jobs for our growing labor force.

2) We can grow if we increase our productive capacity by (a) increasing the number of workers, (b) making them better workers, (c) providing them with more capital (tools and machines), or (d) improving our technology and our managerial efficiency.

3) In a private enterprise economy, growth will take place only if effective demand increases — only if the economy is willing and able to buy an increasing output of goods and services.

B. Economic stability means keeping the economy on an even keel between inflation and depression. We want to keep the economy growing and we want to keep it stable.

C. The main tools for measuring the performance of the economy are called Gross National Product and National Income.

D. The level of output is mainly influenced by the level of effective demand — consumption demand plus government demand plus business demand plus foreign demand.

1) When business or government demand moves up or down, the economy tends to expand or contract. This in turn causes changes in consumer demand, which adds to the original expansion or contraction.

2) The government uses fiscal policy — changes the level of government spending and taxation — to influence the level of effective demand. This may have an impact on the national debt.

3) The monetary system also influences the level of effective demand. To know how this works one must understand (a) what money is and what its function is, (b) where money comes from, and (c) how and why the government tries to control the money supply.

V. DISTRIBUTION OF INCOME

A. A person's income determines how much he can buy. The distribution of income within the economy helps determine what goods the economy produces and for whom it produces them.

1) Most people receive incomes by selling productive services on a factor market.

2) Some people receive transfer payments not related to productive services.

B. Our markets may not distribute incomes in a just or proper way.

1) The government uses taxes and transfer payments to change the distribution of income. It also uses taxes to provide certain services that mostly benefit people with lower incomes.

2) Private groups, like unions, also alter the distribution of income.

3) Incomes are more equally distributed than before, but some people have very low or no incomes.

4) Profits are incomes to businessmen. But profits also reward business for taking a chance on a new product or with a new business. This is their main economic function.

C. Economic groups are concerned with the incomes of their members, but in the final analysis, what people earn depends on what they produce. Economic groups may advocate policies which tend to increase incomes of their own members even though they waste economic resources.

1) Labor unions attempt to influence labor incomes through collective bargaining and through the political process.

2) Many small farmers would not earn satisfactory incomes if farm prices were left to supply and demand. Farm prices tend to fall because farm output grows faster than the demand for farm products. Because of this, farmers advocate government price supports and other devices to keep farm incomes and prices at a higher level than they would otherwise be. Such devices also influence the allocation of resources.

3) Our people are concerned with security in their incomes. Activities in the economic security area may affect economic justice, economic stability, the efficiency with which the economy allocates resources, and the willingness of individuals to take risks necessary for economic growth.

VI. THE UNITED STATES AND WORLD ECONOMY

A. The American economy is tied to world economy.

1) In many fields, American jobs, incomes, and profits depend on sales to foreign countries.

2) Some of our industries require resources that we don't have or cannot produce in adequate quantities.

3) American businessmen often invest in businesses overseas. This helps other countries to produce things we need and helps them to increase their rates of economic growth.

B. World Trade takes place for the same reason that trade takes place within the United States....

BECAUSE IT PAYS TO SPECIALIZE IN WHAT YOU CAN DO BEST AND TO BUY FROM OTHERS WHAT THEY CAN PRODUCE MORE CHEAPLY THAN YOU CAN.*

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* This is simply stated, but not quite accurate. Imagine a Little League Ball Club in which each player can pitch better than he can do anything else. One of the nine will pitch, but he will be the only one to do the job at which he is best. The catcher will catch even though he is a better pitcher than a catcher. A better statement: "It pays to specialize in things at which you have a comparative advantage...."

C. World Trade is more complicated than domestic trade.

1) Different countries use different kinds of money. This requires various devices for exchanging one kind of money for another. These involve foreign exchange rates.

2) Balance of payments problems arise when a country tries to spend more foreign money than it has in order to buy foreign goods.

3) Countries impose tariffs and other barriers to trade in order to protect new industries, to insure self-sufficiency in time of war, or to protect the incomes of those in certain industries.

VII. OTHER ECONOMIC SYSTEMS

A. All societies face the same central economic problem — deciding how to use scarce resources (what to produce, how much to produce, and for whom to produce).

B. Throughout history different societies have approached this problem in different ways.

1) Some economies rely primarily on the market mechanism, with a restricted role for government.

2) Others rely heavily on centralized decision making.

a) This may be comprehensive and autocratic, as in the Soviet Union, or

b) Limited and democratic, as in Britain and India.

3) Most countries today are "mixed economies" in that some decisions are made in the market and others are made by central authority, either democratically or autocratically. The important thing is the nature of the "mix."

4) It is particularly important to avoid classifying economic systems into three rigid and unchanging classifications called capitalism, communism, and socialism. For example, there are significant differences between the economies of the United States and France, or Switzerland and New Zealand.

5) All economic systems change over the years.

C. The study of economic systems should emphasize different approaches to the central economic problem and changes in these approaches over the years. It should also emphasize the performance of different economic systems in the light of such criteria as growth, stability, efficiency, security, justice, and freedom.

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